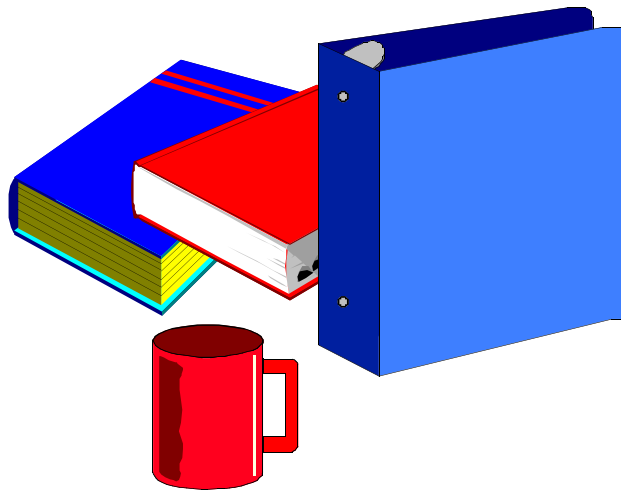


Year 1
Direct Support Professional Training

Teacher's Resource Guide



Session #12

Additional Resources and Preparing For The Test

**California Department of Education
and the
Regional Occupational Centers and Programs
in partnership with the
Department of Developmental Services
1999**

List of Class Sessions

Session	Topic	Time
1	Introduction, Overview of Developmental Disabilities, Values, Diversity	2 hours
2	Communication	3 hours
3	Wellness: Nutrition, Exercise and Safety	3 hours
4	Wellness: Medications	3 hours
5	Wellness: Responding to Individual Needs	3 hours
6	Positive Behavior Support	3 hours
7	Teaching Strategies: Relationships, Task Analysis and Prompts	3 hours
8	Teaching Strategies: Postive Feedback and Natural Times to Teach	3 hours
9	Daily Living	3 hours
10	Individual Rights, Laws and Regulations	3 hours
11	Leisure and Recreation	3 hours
12	Competency Test	3 hours
Total Class Sessions		12
Total Class Time		35 hours

Additional Resources

Key Word Dictionary

Active Listening

The key elements of active listening are: (1) hear the words; (2) figure them out; and (3) then respond.

Adverse Reactions

Harmful physical and behavioral changes that are due to the effect of a medication are considered adverse reactions. A change in behavior may be due to a medication change or a change in the person's environment. A sore throat may be one of the first symptoms of a cold or may be an adverse effect of a medication.

Antecedent

The behavioral "triggers" and other events (including medical variables, activity, environment, people present, time of day) that are present BEFORE the behavior occurs.

Behavior

All behavior is communication. By "listening" to what the behavior is saying, we can often discover the reason why the behavior is happening.

Choice

How much choice do people have throughout their lives? Choice or lack of choice can affect the way that individuals respond to their environment.

Communication

The process of sending and receiving information to others. We communicate for many reasons, including: (1) giving and getting information; (2) expressing feelings; (3) helping with problem solving; (4) teaching; (5) socializing; (6) persuading; (7) decision-making; and (8) building relationships. Regardless of the reason we are communicating, it is important to be clear about the message, and be certain that we understand another person's message to us.

Communication and Behavior

People's behavior usually communicates three things: (1) what the person wants; (2) what the person doesn't want; and (3) when the person wants attention. All behavior has a communicative purpose.

Communication Systems

The basic types of communication systems are: (1) sign language; (2) communication boards; and (3) gestures.

Community Care Licensing

The Community Care Licensing Division of the Department of Social Services licenses homes for children and adults with developmental disabilities.

Community Connections

The DSP has a responsibility of getting to know the community and helping the people that he or she supports in making connections. This is important for developing friendships and providing opportunities for leisure-time activities based on individual preferences.

Confidentiality

Confidentiality means to respect the privacy of the people that you support. You do not discuss information about individuals with your friends; you do not take individuals' files out of the facility; you do not give information to persons who might ask for it including family members without the signed consent of the individual, conservator, or legal representative. You do not discuss confidential information about an individual with another individual in the facility.

Consequence

What happens AFTER a behavior which may be reinforcing (maintaining) it.

Developmental Disability

According to a California law called the *Lanterman Developmental Disabilities Services Act*, a developmental disability: begins before someone reaches age 18; is something that goes on throughout life; is a substantial disability for the individual; and often means there is a need for some kind of assistance in daily living. Included are mental retardation, cerebral palsy, epilepsy and autism. Also included are people who need the same kinds of support as those who have mental retardation. It does not include people who have only physical, learning or mental health challenges.

Direct Support Professional

The term *direct support professional* (DSP) describes persons who work with people with disabilities in the places where these individuals live and work. They also assist individuals and their families in making choices; in leading self-directed lives; and in contributing to their communities. Finally, they encourage attitudes and behaviors in the community that support the inclusion of individuals with developmental disabilities.

Diversity

Diversity is the important mixture of people who bring different backgrounds, styles, values, perspectives and beliefs as assets to the groups and teams with which they work.

Documenting Progress

The result of good teaching is that an individual makes progress toward learning new skills. One way to check for progress is by comparing how much of a skill the individual has learned from week to week or month to month.

Drug Interactions

Adverse reactions or side effects may be caused by interactions between two or more drugs and by interactions between drugs and food and/or drink.

Emergency Services

All emergencies call for prompt medical attention, either by calling **911**, and having paramedics involved, or by calling a Poison Control Center (**1-800-8-POISON**) and getting advice, or by taking the person to an Emergency Room (ER) or Urgent Care Center where a triage nurse will determine the speed of response. If the implications of the emergency are uncertain, it helps to be at the ER to wait and see. That way, if the person takes a turn for the worse, getting medical help can take less time.

Environmental Emergencies

Some disasters are “internal,” as when a fire occurs within the home. Others are “external,” as when an earthquake, flood, tornado, toxic spill, or other event outside the home interferes with power, water, food supplies, or other essential services. Some “external” disasters trigger “internal” ones as well, as when a flood damages a home, or an earthquake triggers a fire. Regardless of the nature of the disaster, four matters are central to what needs to be done: (1) Are there injuries that require first aid and medical attention? (2) Does the home have to be evacuated, or is it safe to occupy? (3) Are there sources of food and water? (4) Has the disaster interfered with public utilities, such as gas, electricity, and communications?

Error Correction

Individuals will learn more quickly if they are able to practice new skills while making few or no errors instead of practicing the skill with many errors. If staff see that the learner is about to make a error on one of the steps of a skill, staff should increase the help provided to avoid the error. If an error occurs on a given step, staff should have the learner try the step again with additional prompts and make sure that the error does not occur the second time the learner tries the step.

Family, Friends, Associations

These persons and relationships are all a part of an individuals natural support system.

First Aid

A response to either a serious medical emergency or a minor first aid situation. Serious medical emergencies call for immediate action. First aid techniques include: Abdominal Thrusts; Rescue Breathing; and/or Cardio-Pulmonary Resuscitation (CPR). Your confidence in dealing with both major and minor emergencies will be reassuring to an injured person.

Friendships

Friends don't care what's in the person's IPP objectives. They like the person "just because." Friends can offer people a way to practice what we teach in our programs. Friendships have an energy that can't be otherwise created.

Hand-Washing

To prevent the spread of germs, frequent and vigorous hand-washing is considered the most important single thing a person can do.

Health Care Assessment, History and Plan

Health assessments identify health problems or needs. Plans are developed by health care professionals in response to identified problems. A current physical examination and a health history are two essential elements of a health assessment.

Hydration

Water is fundamentally important to life. Water regulates many processes (body temperature; waste removal), and carries minerals. Most people should drink eight 8-ounce glasses of water a day, or more if one drinks caffeinated beverages. Caffeinated beverages (for example, coffee, tea, soda) are dehydrating.

Individual Routines

We hardly think about the daily routines that get us through the day. We have individual routines for the week, the month, the year and those rites of passage and life cycle events that are positive parts of our lives. We need to consider the role that individual routines play in the lives of the people we support and insure that positive routines are respected.

Infection Control

One should be careful not to transmit infection (germs which can cause illness or disease) to others and equally important, one should be careful not to be infected by others. Hand-washing and the use of disposable gloves are two ways to prevent infection.

Intimacy

Studies show that teaching people about sex makes it less likely that they will be sexually abused. To help protect people from abuse, it's important to talk about: accurate terms for body parts; that giving and getting sexual pleasure belongs in the context of a loving relationship; basic information about pregnancy, and safe sex behavior; and, sexually transmitted diseases and how to protect against their spread.

Lanterman Act

This Act provides a statement of the service rights and responsibilities of individuals with developmental disabilities; an entitlement to services and supports; and, it creates the regional center system of providing services throughout the state.

Laws and Regulations

The legal authority by the state and federal governments to monitor services and supports for people with developmental disabilities.

Learning Goals

These are individual goals which require learning skills for completion. For example, if someone wants to go fishing and has never fished before, it would require a series of learning goals.

Leisure

Leisure is time free from work. The word leisure comes from Latin and it means "to be permitted."

Lifting

At some time during their lives, four out of five people experience back problems (muscle spasms, slipped discs, etc.). Minimizing back problems calls for two things: (1) proper use of your body when lifting, pushing, or reaching for things; and (2) exercises to strengthen your back. Regarding the former, it is a good idea to: push, not pull (a garbage container; a dolly; a cart); move, not reach (to get the things you need); squat, not bend (when you have to reach down to get something); and turn, not twist (when you want to go in a different direction).

Mandated Reporter

DSPs are considered mandated reporters with a legal duty to report suspicion or knowledge of child, dependent adult, or elder abuse. Failure to report can result in a mandated reporter being held liable for both criminal and civil consequences. Conversely, the mandated reporter has complete immunity from legal actions even if the report turns out to be false.

Medical Emergency

A medical emergency is an unexpected event calling for first aid, followed by prompt medical attention. Some emergencies call for an immediate response to protect life. Other times the immediate response can be simply cleaning and applying sterile covering to a cut or abrasion.

Medication

Medications are powerful substances which many of us have come to depend on as an important part of our lives. Medications are substances taken into the body (or applied to) for the purpose of prevention, treatment, relief of symptoms, or cure.

Medication Recording

The use of a Medication Log as a way to prevent medication errors is strongly recommended. The Medication Log should, at a minimum, contain information about an individual's medications (strength, form and dose) and list times for administration.

Medication Self-Administration

In a Community Care Facility, the DSP can only assist with self-administration of medication. Only a licensed health professional can administer medications. A physician must document an individual's ability to safely self-administer medications without assistance from the DSP.

Modeling

Modeling is another way to assist an individual in completing a skill. Modeling involves showing the learner how to do part or all of a skill.

Movement, Exercise, and Physical Fitness

Regular physical activity helps to maintain physical (and emotional) fitness. Moving about aids digestion and elimination, strengthens muscles and joints (helping maintain bone density). If stretching is a part of regular physical activity, flexibility is enhanced. And, if a person exercises vigorously every other day, for thirty minutes or more, the cardiovascular system will become more efficient.

Natural Support

Natural supports are services and supports, freely available, from family members, friends, co-workers, and associations of one kind or another (e.g., churches; clubs; community service organizations). Natural supports are for all people and not specifically for people with disabilities.

Natural Teaching

It is important to teach the skill at any time during the day or in any place when and where the need for the skill arises. For example, a natural time during the day for Lucinda to practice using the telephone could be when the group decides to order a pizza for supper. Lucinda could make the telephone call to place the order.

Nutrition

Good nutrition helps keep us healthy. Poor nutrition can shorten our lives, and make our lives less fulfilling. Poor nutrition can contribute to: coronary heart disease; hypertension; cancer; obesity; osteoporosis; and dental disease

Personal Health Advocacy

There are two ways of working with doctors and other health care professionals. One is to be an active partner, providing information, asking questions, discussing options, and contributing ideas as to what actions will be taken. The other, more traditional approach is to be *passive and accepting*, treating the doctor and others with great deference and asking them to do all the thinking and all the work. With rare exceptions, physicians prefer the former to the latter.

Personal Hygiene

Hair should be shampooed regularly. Guard against **sunburn**, by wearing a broad-brimmed hat and loose clothing, and staying out of direct sunlight. **Skin breakdown** is a serious and ever present concern for people who use wheelchairs and/or do not move about and change positions. Proper dental hygiene, combined with regular professional exams and cleaning, pays great dividends. Fingernails and toenails should be kept trimmed and clean.

Pharmacy/Pharmacist

Pharmacists at your local pharmacy are licensed to fill the prescriptions written by physicians. They often have more working knowledge about drugs, side effects, and interactions than prescribers. Asking both the physician and the pharmacist is a good idea, because that strategy makes use of “checks and balances” within the system of health care.

Positive Consequence

When teaching individuals with disabilities, providing positive consequences for an individual’s effort can help the individual learn more quickly. Positive consequences used in teaching can take many forms. Praising the learner for doing something right is one way to motivate many individuals as they learn new skills. Opportunities to get a preferred item or participate in preferred activities are other ways that may motivate an individual to learn a new skill.

Praise

Praising the learner for doing something right is one way to motivate many individuals as they learn new skills.

Prescription

Prescription medications which must be ordered by a physician (or other person with authority to write prescriptions).

Prompts

The help given an individual to learn a new skill is called a prompt. There are many different types of prompts (for example, verbal, gestural) staff can use to help an individual learn and complete a new skill.

Positive Reinforcer

Reinforcement is one of the most important teaching tools. A reinforcer is a special kind of positive consequence because it has an effect on learning. The only way to know if a consequence is working as a positive reinforcer is if the individual shows progress on the skill over time.

Regional Center

In California, many services for people with (or 'at risk') of a developmental disability are coordinated through a network of twenty-one, non-profit Regional Centers established by the Lanterman Act. If a person is eligible, Regional Centers provide planning and related services, including service coordination.

Relationships

Studies show that the reason that friendships grow into important relationships is because people live close to each other and are able to see each other on a regular basis. We may have to assist people in starting relationships, and be available to encourage their continuation.

Replacement Behavior

A behavior or skills that allows a person to get their needs met in a more socially appropriate way, and, that will “work” just as well as the challenging behavior.

Safety

Home accidents in the United States claim about 20,000 lives per year, more than work-related accidents, but less than motor vehicle accidents. DSPs can increase safety around the house and reduce the likelihood of injury or death by doing the following: eliminating hazards (for example, slippery floors) around the house; doing things in a safe manner (for example, lifting, helping with transfers); education and training to reduce risk and to respond appropriately when injuries happen; sharing information about hazards; and preparation and development of contingency plans, and practice.

Side Effects

Know what medications are being used by people in the home where you work and learn all you can about medications. Know what possible side effects are, and be sure to ask the physician what kind of reactions should be brought immediately to his/her attention. Write these down, and be sure everyone knows what to do, and does what they are supposed to do.

Signs and Symptoms

Observation is about noticing **change** in a person's attitude, behavior, or communication (ABCs). When we observe changes, these are called *signs*. The sign may be a *symptom* of a disease, illness, or injury. It may also mean that someone is getting better.

Social Skills

The skills that it takes to develop and maintain friendships like listening to another person, communicating well, doing thoughtful deeds.

Special Incident Report

Special Incident Reports are the documents prepared by service providers detailing special incidents and provided to the regional center.

Speech and Language Disorders

There are two kinds of communication disorders. A speech disorder is caused by speech muscles that don't work, cleft palate, or from having no teeth. Incorrect articulation is a common speech disorder. Language disorders are sometimes caused by damage to some area of the brain. With a language disorder a person may be limited in their ability to understand language. This is called receptive language. A person's ability to talk might be limited, which is called their expressive language.

Standard Precautions

Standard Precautions are an approach to infection control. These precautions apply to all blood, all body fluids, secretions, and excretions (except sweat), whether or not they contain visible blood. They also apply to mucous membranes and where there is a cut or abrasion. *Standard Precautions* protect both the individual being assisted and the DSP.

Task Analysis

Listing the sequence of actions or steps involved in completing a skill is called a task analysis.

Teamwork

Teamwork is about sharing, cooperating, and helping one another. An effective team is a group of people working together with a common purpose, who value each others contributions and are working toward a common goal. Working through teams usually gets better results than a lot of individual efforts which may be working against each other.

Teachable Steps

The purpose of a task analysis is to provide a series of teachable steps.

Title 17

These regulations (developed by the Department of Developmental Services) govern how services are delivered within the California developmental disabilities services system

Title 22

These regulations (developed by the Department of Social Services) provide policies and procedures for licensing, monitoring and evaluating Community Care Facilities.

Values

Values are feelings and beliefs about how life and relationships should be. Our values guide us in our daily interactions with others. Services for people with developmental disabilities in California are based on an important set of values. These values can be found in the Lanterman Developmental Disabilities Services Act. Services for people with developmental disabilities are based on the values of choice, relationships, regular lifestyles, health and well-being, rights and responsibilities, and satisfaction.

Verbal and Nonverbal Communication

Verbal communication occurs when you use words while non-verbal communication can include: (1) sign language; (2) communication boards; and (3) gestures.

Additional Resources

Preparing For Your Test

Size Up The Test

Here's what you should know before you take the test:

- Are the questions primarily from the presentations, *Resource Guide*, or both?
- Do the questions focus on main themes, details, or both?
- What types of questions will it include: essay, short-answer, multiple choice?

Here's how you can get the information:

- Ask your teacher.
- Ask someone who has already taken the exam about it.
- Look over the *Resource Guide*, *Key Words*, *Review Questions* and your notes for clues.



The Five Steps of Taking a Test

Step #1

Catch your breath.

Step #2

Read the directions - carefully.

Step #3

Skim through the test.

Step #4

Budget your time.

Step #5

Attack the questions.

Strategies to Get You Out of A Jam When Taking The Test

- Try rephrasing the question yourself.
- Postpone the question until later.
- If you can't remember some fact, try visualizing where in the *Resource Guide* or your notes it was located.
- Examine the precise wording of the question for potential clues.
- If you are running short of time, consider leaving some questions blank.

Multiple-Choice and True-False Tests

- Read every word of the question and choices carefully.
- Take questions at face value.
- After reading the question, anticipate the answer and look for it among the choices.
- If you still can't find the answer, "back into" it by using the process of elimination.
- Read each choice.
- If you can't decide among the remaining choices after using the process of elimination, circle the question number and move on immediately.
- Always guess if you can eliminate at least one choice.
- If a question seems suspiciously simple, ask yourself why anyone would ask it.

These notes were taken from *WHAT SMART STUDENTS KNOW: Maximum Grades, Optimum Learning, Minimum Time* by Adam Robinson.

Good Luck on Your Test!

